

Midwest Conference on Differentiated Instruction

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MB17 Using Games to Teach (Gr. 7-12)

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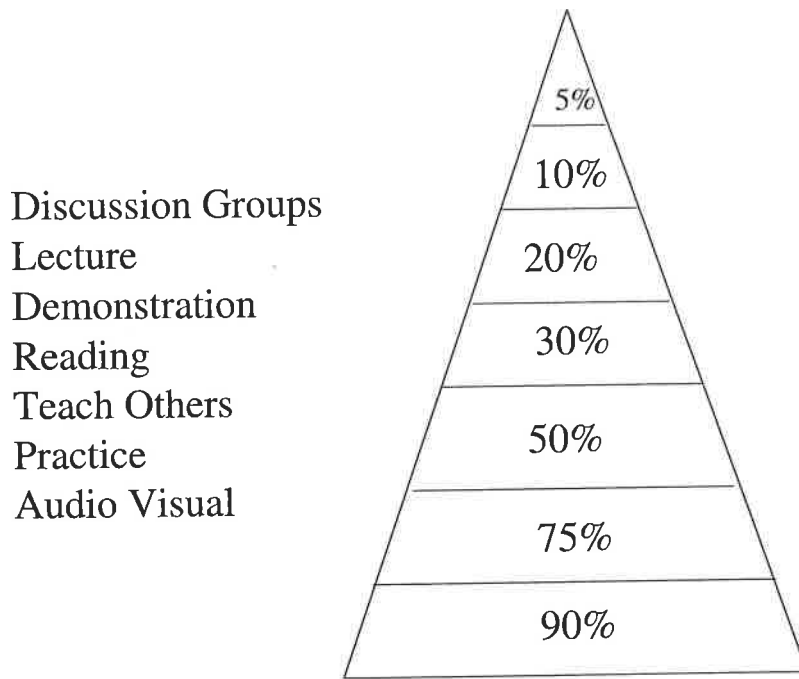
Why Use Games

- Games are intrinsically motivating
 - Fantasy
 - Control
 - Challenge
 - Curiosity
- Games are social experiences
 - Competition
 - Challenge
- Learning by doing what they enjoy
 - Construction
 - Experimentation

Have Students Develop Their Own Games

- Designing your own games as a vehicle for study helps to:
 - Deepen understanding of the content
 - Improve memory
 - Increase motivation to learn
 - Map resources to learning objectives
 - Encourages collaboration and group interaction

How Students Retain Information



Source: *How the Brain Learns* by David A. Sousa

Creating Your Own Crossword Puzzles

- Discovery Education's Puzzle Maker

((<http://puzzlemaker.discoveryeducation.com/CrissCrossSetupForm.asp>) has a crossword puzzle generator which allows the input of 49 character title which shows at the top of the puzzle page and dimensions up to 50 squares by 50 squares. List words and clues you want in the puzzle and press the Create My puzzle button. A crossword puzzle is generated which can be printed or saved.

Word Search Puzzles

- Discovery Education's Puzzle Maker allows makers to choose tile of puzzle, size up to 40 letters across and down, whether letters should never be shared, printing options and words you want in the word search puzzle.
- There is also a hidden message word search puzzle

Word Search Sites

- <http://www.funbrain.com/detect/index.html>
- <http://www.toolsforeducators.com/wordsearch>

Make Your own Flashcards

- Educational Press

<http://www.educationalpress.org/index.asp> has a free flashcard generator. Users choose card size, fonts, borders, and questions and answer list is entered. The file is then made into pdf for saving or printing.

Common Threads

- Create cards listing three items that things have in common;
 - A hunter, Robin Hood, Cupid-all use a bow and arrow
 - Needle, potato, spider-all have eyes
- The game director quickly reads the list on the card and asks, "What's the common thread?"
- The teams quickly give their answer.
- The first team to answer correctly ,gets the point-team reaching a limit set by the teacher is the winner.

Make Your Own Board Games and Parts

- Blank Dice to Make

- http://www.crayola.com/freecoloring-pages/print/personalized_paper-dicecoloring-page/ has a template which can be printed with blank die pattern on it. Students cut the die out then write the numbers, letters, names, pictures, words or whatever is desired on the different sides of the die for game play

- Blank Spinners to Make

- <http://www.raft.net/ideas/Give%20it%20a%20Spin.pdf> has a printable pdf with clear, illustrated instructions to make a spinner using a brass brad, beads, etc. with whatever you want on the spinner face

- Blank Board Games to Print

- <http://jcschools.net/tutorial/gameboard.htm#makeyourown> has template that are in Word document format so once downloaded, they can be edited with you own words, terms, graphics, etc.

Customized Bingo Cards

- EduBakery

- <http://edubakery.com/Bingo-Cards/make-aBingo-Cards-game> has an online bingo card generator which allows users to create bingo cards with their own terms, then save and print them.

One and All

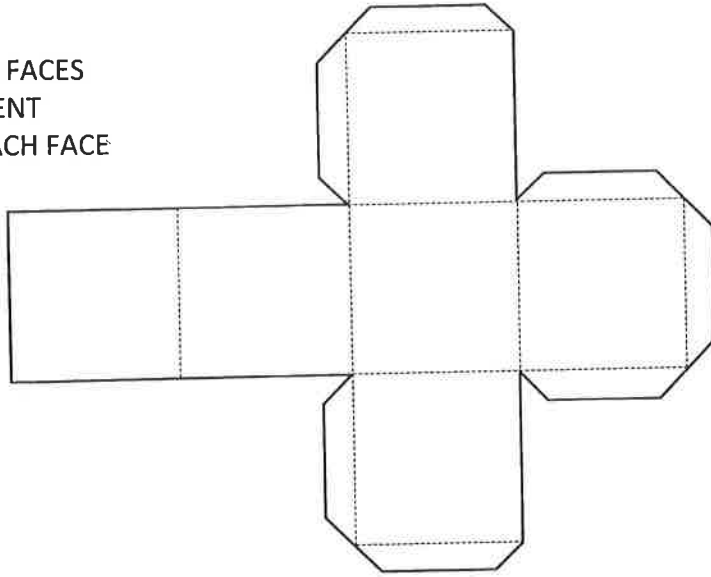
- Form groups of five and select a leader.
- Brainstorm 5 things the group has in common and have the leader write those in the center of the circle.
- Find one unique item about each member and have the leader write it on each spoke.
- If you did this with your class, how would this activity help you get to know your students better for the purpose of placing them in groups?

Marzano's Nine Research-Based Instructional Strategies

Below are the nine research-based instructional strategies identified in Robert Marzano's book, *Classroom Instruction That Works*. Each of these strategies has the potential to increase student achievement when applied in meaningful ways in the classroom. The increase in student achievement is measured in percentile point gains. In this activity, it is your task to match the potential percentile gain with the appropriate strategy.

<u>Strategies</u>	<u>Percentile Gain</u>
___ Identifying similarities and differences (comparing, contrasting, classifying, metaphors and analogies)	45
___ Questions, cues, and advance organizers	34
___ Nonlinguistic representations	29
___ Homework and practice	28
___ Summarizing and note-taking	27
___ Generating and testing hypotheses	27
___ Reinforcing effort and providing recognition	23
___ Cooperative learning	23
___ Setting objectives and providing feedback	22

A CUBE HAS SIX FACES
WITH A DIFFERENT
ACTIVITY ON EACH FACE



Games Show Mania

- Jeopardy
- Who Wants to be a Millionaire
- Password
- Hollywood Square
- Under the Word

Where to Find Media Games

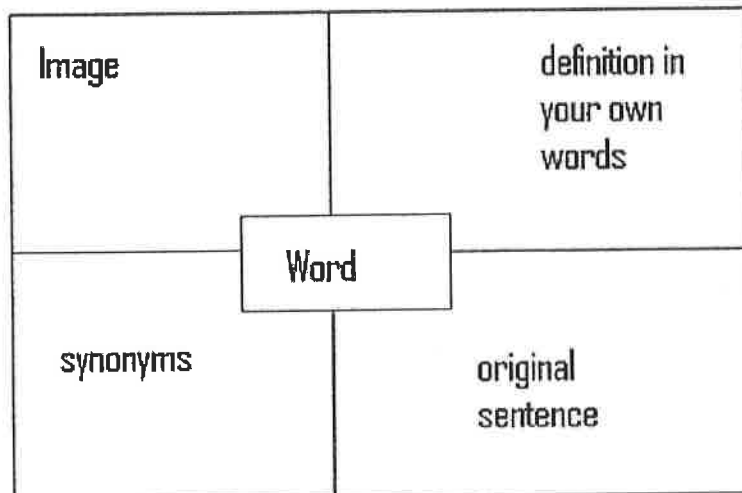
- www.vickiblackwell.com/pptemplates.html
- www.ppst.com/
- www.uncw.edu/Edgames/

Marzano's Six Step Process for Effective Vocabulary Instruction

- Teacher provides a description, explanation, or example of the new term.
- Students restate the explanation of new term in their own words.
- Students create a non-linguistic representation of the term.
- Periodically, students do activities that help them add to their knowledge of key vocabulary terms.
- Periodically, students are asked to discuss the terms with one another.
- Periodically, students are involved in games that allow them to play with the terms.

Show, Don't Tell Activity

- Get in a group and select a leader.
 - Count off 1-10, and move into the appropriate group.
- Have the leader get a word card, blank paper and some markers.
- The task is for the group to draw a visual for the word and figure out a motion for the word.
- Group will share their drawing and motion, trying to guess the word that the group selected.



Be a Mind Reader

- Give five clues to your students to see if they can guess the word you are thinking of that is on the Word Wall
- Example:
 - It's one of the words on the Word Wall.
 - It begins with t.
 - It has four letters.
 - It has an e.
 - It belongs in the sentence, "I think _____ (they) want pizza for lunch."

Scavenger Hunts

- Use a chunk of time (20 minutes) to allow students to go back and reread a piece of text.
- As they are reading, students will look for examples of words that relate to a spelling change or morpheme study you have recently completed.
- After hunting for about 10-12 minutes, use the remaining time for students to share with the class what they have found.
- Example: Book-*Teammates* by Peter Golenbock
 - Rule: Find all the words with a dropped final 'e' and 'ed' added to the ending.
 - compared-compare moved-move dared-dare

Guess the Covered Word

A shark is a fish. It lives in water and breathes through  like all fish.

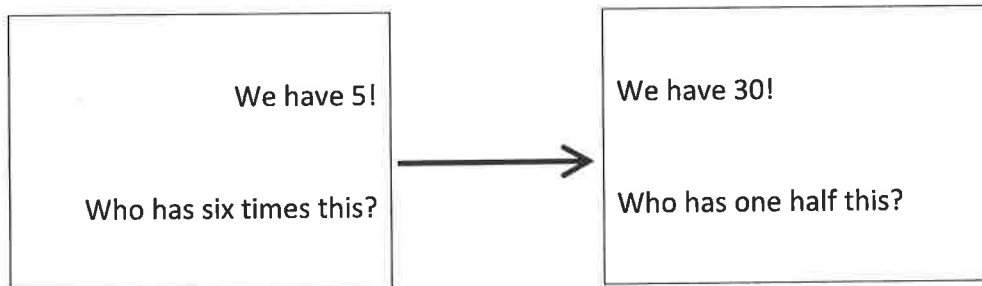
mouth
tongue
gills

Black Out

- Supplies: Teache4r needs to make a set of the letters of the alphabet and put them in a bag or container.
- How to play:
 - The player selected to go first chooses a page from a content material book, such as the social studies text, and all the other students open their books to the same spot. Using the page, each player chooses five words from the text and writes them on a sheet of paper. The one who chose the page draws letters, one at a time, from the bag and announces the letter to all of the players. Players cross out that letter every time it appears in all of the words. When all of the letters on his or her sheet are crossed out, that player says, "Black Out" and is out of the game. The winner is the last person with letters not yet crossed out.

WORD

We Have, Who Has?



Citations
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